**Introcuction to Psychology**

This syllabus includes elements of AP Psychology and APA recommended practices, activities, and resources.

**Introduction to Psychology**

0.5 Credit

**TEACHER INFORMATION**

Name: Jeffrey A. Bunner – Social Studies Department Leader – Washington School District

Phone: 724-223-5080

E-mail: [bunner@washington.k12.pa.us](mailto:bunner@washington.k12.pa.us)

Office Hours (Room 305): Monday through Friday (unless posted otherwise for meetings, etc.) 2:30 – 4:30pm

**Required Course Materials (provided by Washington School District):**

Readings for this course are drawn from the textbook and MyPsychLab.

*Psychology, Ciccarelli, Saundra K., second edition + MyPsychLab*

Upper Saddle River, NJ: Pearson Prentice Hall, 2011

**Technology Learning: Some Help in Your Studies**

This course includes access to an interactive website that provides video clips, primary source readings, discovery exercises, and supplementary essays that explain how the material in the textbook can enhance your own life. All of this online material will both expand your understanding of society and raise your level of intellectual engagement with this course. The address of this website is:

<http://www.mypsychlab.com>

From there, click on the cover of our book (*Psychology, Ciccarelli, Saundra K., second edition*) and then select a chapter and then a video, reading, activity, or other material. Assignments in MyPsychLab are found in the course calendar and will be discussed in class

**HOW TO MEET COURSE GOALS**

Psychology is an advanced elective course. You are choosing to study this very important subject. This course is not labeled “Advanced Placement (AP)” because it is an intensive semester course (versus a full-year AP course). Much of the course, its requirements, and activities are modeled after the AP program, which correlates to an introductory level in college. Psychology will require you to do more work than what you might be accustomed to doing compared to regular high school courses. Please be prepared to be challenged and to take an active role in your learning. Attendance is vital to achieving successful outcomes and all assignments must be turned in on time for credit. All make-up work will follow district guidelines and must be discussed with me immediately upon returning to school.

**GRADING:**

The grading scale for this course will follow the official scale for Washington School District as outlined in your handbook. Rubrics will be used for all assignments, activities, and essays.

The course grade is a weighted average consisting of the following elements:

Quarterly grades – 40% each

Final exam grade – semester – 20%

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Preparation (daily assignments and quizzes – 20%

Participation (attendance and class discussions) – 20%

Evaluation (tests, essays, primary document analysis and evaluation, journals, projects, research paper, and oral presentations) – 60%

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**WSD POLICIES: Washington School District**: Students are expected to abide by the academic integrity policies of WSD, especially those pertaining to plagiarism, cheating, password sharing, attendance, and behavior. (For specific guidelines, refer to the *WSD Student and Parent Handbook* included in the student orientation.)

**Description & Purpose:**

The central question addressed in Psychology is: “how do psychologists think?” The psychologist David Myers wrote that to think as a psychologist, one must learn to “restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding.” (Sternberg, 1997). Whether students choose to pursue a career related to psychology or one in some entirely different field, this habit of mind will be of great value.

The Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings.

* Students learn about some of the explorations and discoveries made by psychologists over the past century.
* Students assess some of the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives.
* Most important, students come to an appreciation of how psychologists think (or at least an appreciation of the kind of critical analysis that psychologists espouse and hope to model in their words and actions).

# General Education Competencies

* Critical Thinking Skills
* To Read Critically and Thoughtfully
* Effective Written and Oral Communication

**Overall Objectives & Outcomes:**

**Learning Outcomes:** The following learning outcomes have been influenced by the recommendations of the American Psychological Association Board of Educational Affairs Task Force on Educational Competencies and adapted to be related to this particular course:

|  |  |
| --- | --- |
| Knowledge Base of Psychology | Includes the ability to identify major people, concepts and theoretical models covered in the course. |
| Information and Technological Literacy | Competence in searching for, identifying, and evaluating evidence from internet resources. |
| Critical Thinking Skills in Psychology | The ability to think critically about important issues addressed in class. |
| Research Methods in Psychology | An understanding of basic research methods in psychology. |
| Applications of Psychology | An understanding of psychological principles as they *apply* to personal & social issues. |

**Teaching Objectives:** Over the next 18 weeks we will share some of the wonders and variety of the field of Psychology. The following are the objectives for this course related to my teaching:

1. To provide students with an overview of the major areas in the field of psychology.
2. To explain the scientific method & research designs as pertains to the field of psychology.
3. To explain how to conduct successful internet searches and critically evaluate web-based resources.
4. To help students learn how to critically evaluate and think about the content of the course and related resources.
5. To provide students the opportunity to learn to identify, apply &/or appreciate how the course material relates to real world issues, problems, & personal experiences.
6. To help students develop successful study and time management skills and to provide you the opportunity to develop, reflect on and revise a personal success plan for the course.

**Student Learning Objectives/Competencies:**

At the completion of the course, students should be able to:

1. Discuss knowledgeably the major contributors, theories and topics covered in the unit/course.
2. Explain how the scientific method works and how research adds to the body of knowledge.
3. Critically evaluate material related to the course content.
4. Identify, apply or appreciate how the week’s learning relates to real world issues, problems, & personal experiences.
5. Develop and revise a personal course success plan and realistically evaluate your performance in the course through regular self-reflection.

**Goals by Learning Module**

For each of the sections that follow, students may be required to analyze, recall, explain, interpret, apply, or evaluate the particular concepts being taught.

**The Evolution of Psychology**

* Contemporary perspectives used by psychologists to understand behavior and mental processes in context
* Major sub-fields and career opportunities that comprise psychology

**The Research Enterprise in Psychology**

* Research strategies used by psychologists to explore behavior and mental processes
* Purpose and basic concepts of statistics
* Ethical issues in research with human and other animals that are important to psychologists
* Development of psychology as an empirical science

**The Biological Bases of Behavior**

* Structure and function of the neuron
* Organization of the nervous system
* Hierarchical organization of the structure and function of the brain
* Technologies and clinical methods for studying the brain
* Specialized functions of the brain’s hemispheres
* Structure and function of the endocrine system
* How heredity interacts with the environment to influence behavior
* How psychological mechanisms are influenced by evolution

**Sensation and Perception**

* Basic concepts explaining the capabilities and limitations of sensory processes
* Interaction of the person and the environment in determining perception
* Nature of attention

**Variations in Consciousness**

* Characteristics of sleep and theories that explain why we sleep
* Theories used to explain and interpret dreams
* Basic phenomena and uses of hypnosis
* Categories of psychoactive drugs and their effects

**Learning**

* Characteristics of learning
* Principles of classical conditioning
* Principles of operant conditioning
* Components of cognitive learning
* Roles of biology and culture in determining learning

**Human Memory**

* Encoding, or getting information into memory
* Short-term and long-term memory systems
* Retrieval, or getting information out of memory
* Biological bases of memory
* Methods for improving memory

**Language and Thought**

* Basic elements comprising thought
* Strategies and obstacles involved in problem solving and decision making
* Structural features of language
* Theories and developmental stages of language acquisition
* Links between thinking and language

**Intelligence and Psychological Testing**

* Concepts related to measurement of individual differences
* Influence and interaction of heredity and environment on individual differences
* Nature of intelligence
* Nature of intelligence testing

**Motivation and Emotion**

* Motivational concepts
* Biological and environmental cues instigating basic drives or motives
* Major theories of motivation
* Interaction of biological and cultural factors in the development of motives
* Role of values and expectancies in determining choice and strength of motivation
* Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects
* Effects of motivation and emotion on perception, cognition, and behavior

**Human Development Across the Life Span**

* Development as a lifelong process
* Research techniques used to gather data on the developmental process
* Stage theories of development
* Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)
* Impact of technology on aspects of the lifespan

**Personality: Theory, Research, and Assessment**

* What is meant by personality and personality constructs
* Personality approaches and theories
* Assessment tools used in personality

**Stress, Coping, and Health**

* Sources of stress
* Physiological reactions to stress
* Psychological reactions to stress
* Cognitive and behavioral strategies for dealing with stress and promoting health

**Psychological Disorders**

* Characteristics and origins of abnormal behavior
* Methods used in exploring abnormal behavior
* Major categories of abnormal behavior
* Impact of mental disorders

**Treatment of Psychological Disorders**

* Prominent methods used to treat people with disorders
* Types of practitioners who implement treatment
* Legal and ethical challenges involved in delivery of treatment

**Social Behavior**

* Social judgment and attitudes
* Social and cultural categories
* Group processes
* Social influence

**Assessment Practices**

**Traditional Assessments Unit Tests**

These tests are modeled on the AP Exam, with 50 multiple-choice questions and one essay to be completed in 58 minutes.

## Quizzes

These are randomly scheduled at least once each unit and use the multiple-choice format.

## Midterm Exam

Students take a midterm exam covering the first six units. The exam is in the same format as an AP Exam (multiple-choice and short essays), but the number of multiple-choice questions is reduced proportionately to the time available in the exam period to maintain a similar time pressure.

# Alternative Assessments

## Reading and Journal

You will read one book from the approved list below. While reading, you will write reflective responses to passages of your choice in a double-entry journal. You will write a critical review upon completion of the book.

* Forty Studies That Changed Psychology: Roger R. Hock
* Fractured Mind by Robert B. Oxnam
* Schizophrenia: Elaine Landau
* Sybil: Flora Rheta Schrieber
* Night Fall Fast: Kay Jamison
* An Unquiet Mind: Kay Jamison
* The High Price of Materialism: Tim Kasser
* The Psychology of Hate: Robert Sternberg
* Speak: Laurie Halse Anderson
* YOUR SUGGESTION BASED ON INSTRUCTOR APPROVAL

Most of these books can be found in the school library. Please see me for more information.

## Unit Journals

Students continue writing in their double-entry journals approximately twice each week throughout the course. These journals facilitate deep processing of learning and differentiation of instruction by encouraging critical thinking and independent exploration. They also provide an additional forum for the teacher to give feedback to guide individual students. Entries must be linked to the unit that is being studied and contain the following elements:

* student reflection on readings
* class discussions and activities
* personal experiences
* recent news or television broadcasts, or
* Internet research

# Projects

## Naturalistic Observation

Each student completes a 15-minute observation of a human participant in a naturalistic setting. The purpose is to familiarize students with this method, to improve their powers of observation, and to help them distinguish between subjective and objective records.

## Experimental Design

Students are given a hypothetical research problem and told to write a proposal for a controlled experiment to solve it. The exercise serves to improve their under- standing of research methodology.

**Behavior Modification**

Each student designs an application of operant conditioning principles to modify a human participant’s behavior. After receiving IRB (institutional review board - instructor in this case) approval, students attempt the modification over a three-week period. The project develops firsthand experience of Skinner’s theory.

## Applications of Developmental Psychology

Students work in small groups to research a recent topic related to the unit on development (e.g., the benefits of Head Start programs, effectiveness of sex or drug education programs, effects of divorce on children) and then present their findings to the class in an oral report of 15 to 20 minutes. The project provides an introduction to library and online research tools in psychology as well as APA documentation.

## Controlled Experiment

Students research a topic of their choice, subject to IRB approval. The final project must incorporate a review of literature, discussion of method, presentation and evaluation of results, and a conclusion.

## Review of Literature

Students research a topic of their choice. The final paper must develop an original thesis on a controversial topic.

## Poster Presentation (Final Exam)

In lieu of a traditional final exam, students present the results of their second- semester project to the class. Presentation is in poster form accompanied by a 30-minute lecture (including a question-and-answer time).

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## COURSE OUTLINE

## Scope, History, and Methodology

* + - * Historical Schools: Functionalism vs. Structuralism
      * Modern Approaches: Psychodynamic, Behaviorist, Cognitive, Humanistic, Evolutionary, Neuroscience
      * Nature of Scientific Inquiry: Sources of bias and error
      * Research Methods: Introspection, observation, survey, psychological testing, controlled experiments
      * Statistics: Central tendency, variance, significance, correlation
      * Ethics in Research: Human participants, animal subjects

## Behaviorism

* + - * Historical Background and Philosophy of Radical Behaviorism
      * Classical Conditioning: Pavlov, Watson, applications, biological critique, cognitivist challenge
      * Operant Conditioning: Thorndike, Skinner, Bandura, behavior modification, biological critique, cognitive challenge

**Neuroscience**

* + - * Neuron: Neuronal and synaptic transmission, psychopharmacology, drug abuse
* Brain: Research methodology, neuroanatomy, brain development and aging, hemispheric specialization
* Nervous System: Structural and functional organization
* Endocrine System: Anatomy, HPA-axis, and immune system
  + - * Genetics and Heritability

## Sensation & Perception

* + - * Psychophysics: Thresholds (absolute, difference, Weber’s constants),

signal detection theory

* + - * Sensory Organs and Transduction: Visual (including color vision and feature detection), auditory, olfactory, gustatory, proprioceptive (including kinesthetic and vestibular)
      * Perception: Attention, processing, illusions (including Gestalt psychology), and camouflage

## Developmental Psychology

* + - * Methodology: Longitudinal and cross-sectional studies
      * Nature vs. Nurture (maturation versus learning)
      * Influential Theories: Piaget and cognitive development, Freud and psychosocial development, Kohlberg and moral development, Gilligan and gender differentiation
      * Infancy, Childhood, Adolescence, and Adulthood

## Intelligence and Psychological Testing

* + - * Psychological Testing: Methodology, norms, reliability, validity
      * Intelligence: Defining intelligence, history of intelligence and aptitude testing, nature-nurture issues

## Consciousness, Memory, and Language

* + - * States of Consciousness: Waking, sleep and dreaming, hypnosis,

altered states

* + - * Memory: Information processing, storage, retrieval
      * Accuracy of Memory: Loftus and Schacter
      * Cognition: Problem solving and heuristics
      * Language: Skinner and Chomsky

## Motivation and Emotions

* + - * Motivational Concepts: Instincts, drives, optimal arousal, Maslow’s hierarchy
      * Hunger and Eating Disorders
      * Sexuality and Sexual Orientation
      * Achievement Motivation: McClelland and the TAT, intrinsic versus extrinsic motivators
      * Physiology of Emotion: Fear, anger, happiness
      * Expression of Emotion: Darwin and Ekman
      * Theories of Emotion: James-Lange, Cannon-Bard, Schacter-Singer

**Personality**

* + - * Psychodynamic Perspective: Freud, Jung, Adler
      * Trait Perspective: Allport, factor analysis and the five-factor model, assessment (Myers-Briggs, MMPI)
      * Humanistic Perspective: Maslow and Rogers
      * Social-Cognitive Perspective: Bandura and Seligman

## Stress and Health

* + - * Stress as a Concept: Selye
      * Stress and Health
      * Adjustment

**Abnormal Psychology**

* + - * Approaches to Abnormality: The Rosenhan study, historical

approaches (deviance), the medical model, the biopsychosocial model

* + - * Classifying Disorders: Evolution of the DSM-IV-TR
      * Major Categories of Disorders: Anxiety disorders, dissociative disorders, mood disorders, schizophrenia, personality disorders
      * Major Approaches to Psychotherapy: Psychoanalysis, behavioristic, humanistic, cognitive, group, pharmacological
      * Does Therapy Work? Eysenck, outcome studies, and the *Consumer Reports* study

**Social Psychology**

* + - * Attitudes and Behavior: Fundamental attribution error, roles,

Festinger and cognitive dissonance

* + - * Group Influence: Asch and conformity, Milgram and obedience, facilitation and loafing, Janis and groupthink
      * Prejudice and Scapegoating
      * Altruism: Darley and Latané

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**We must explore the critical-thinking aspects of Psychology beyond rote memorization and application of facts. This exploration will include analysis, synthesis, and evaluation of supplemental sources in order to develop a “deeper understanding” of Psychology and how it affects all people, including you. The following supplemental sources for Psychology will be used as the basis for readings, activities, and essays.**

**Supplemental Sources for Psychology**

Allen, Robert. Improve Your Mind

Andrews, Linda Wasmer. Stress Control For Peace Of Mind, NewYork: Main Street, 2005.

Botermans, Jack & Heleen Tichiler. The Big Brain Workout, New York: Sterling Publishing, 2005.

Brenner, John. Mensa’s Mighty Minda Maze, 1997.

Cash, Adam. Psychology for Dummies, New York: Hungry Minds Inc, 2002.

Cohen, Michael. Identifying, Understanding and Solutions to Stress, London: Caxton Editions, 2001.

Diagnostic and Statistical Manual of mental Disorders. American Psychiatric Association

Davidson, Jeff. Managing Stress, New York: Alpha Books, 1999.

Elkin, Allen Ph.D., Stress Management for Dummies, Foster City, CA: IDG Books WorldwideInc., 1999.

Fenwick, Peter. Atlas of the Body & Mind.

Fisher, Ann. Mental Aerobics, New York: Instructional Fair Publishing.

Fogiel, M. Dr. Advanced Placement Examination .

Hall, Kristen. Handwriting Analysis, 1999.

Harding, Jennie. Ten Minutes Relaxations for Mind & Body

Hearne, Keith & David Melbourne. Understanding Dreams, London: New Holland, 1999.

Keirsey, David. Please Understand Me II, California: Prometheus Nemesis Books, 1998.

Kroeger Otto. Type Talk, California: Press Inc., 1988.

Livesley, John W. The DSM IV Personality Disorders, New York: Guilford Press, 1995.

Marzano, Robert J. A Handbook for Classroom Instruction that Works, Alexandria, VA: ASCD, 2001.

McCracken, Thomas O. New Atlas of Human Anatomy Anatographica, I.I.C. Barnes & Noble, 1999.

Moore, Enid & Elizabeth Pring. The Brain A User’s Manual

Olsen, Adrianna. How To Get Out An Egg Without Cracking The Shell

Ornstein, Robert. The Amazing Brain, Mass.: Houghton Mifflin, 1984.

Pliskin, Marcia & Shaw L. Just Ph.D., Interpreting Your Dreams IN., Amaranth Illuminare, 2003.

Princeton Review, Cracking the AP Exam, New York: Princeton Rev. Publishing., 2004.

Restak, Richard. Mysteries of the Mind, 2000.

Roizen, Michael F. M.D. & Melmet C. OZ, You The Owners Manual, 2005.

Smith, David MD, Recognizable Patterns of Human Malformation Genetic Embryo logics & Clinical Aspects

Unstalter, Jack . Brain Games, California: John Wiley & Sons Inc., 1996.

Wetter, Frank H. MD. The CIBA Collection of Medical Illustrations: Nervous System

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**Community-Oriented Periodicals**

* American Journal of Community Psychology
* Community Mental Health Journal
* Journal of Community Psychology
* Journal of Health and Social Behavior
* Journal of Prevention & Intervention in the Community
* Journal of Primary Prevention
* Journal of Social Issues
* The Community Psychologist

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• Unit Lessons. APA Online: http://members.apa.org/topss

• Video Series: Discovering Psychology: Updated edition, Annenberg/CPB